

John E Ewing Middle

171 East Junior High Rd.
Gaffney, SC 29340

Grades 6-8 Middle School

Enrollment 522 Students

Principal Amanda L. Burnette 864-489-3176

Superintendent Dr. William B. James 864-902-3500

Board Chair Mrs. Sandra B. Greene 864-902-3542

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 0 | 2 | 11 | 33 | 4 |

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 15 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2003 | Average | Below Average | No |
| 2004 | Average | Below Average | No |
| 2005 | Below Average | Unsatisfactory | No |
| 2006 | Below Average | Below Average | No |

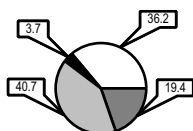
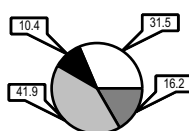
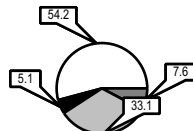
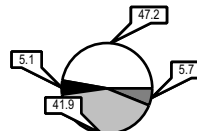
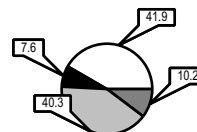
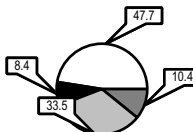
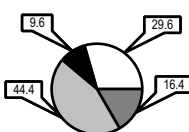
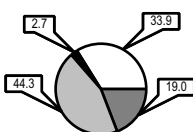
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

98.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

| | | |
|--|--------------------|---|
| | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
| | Proficient | Well prepared to work at next grade level; met expectations |
| | Basic | Met standards; minimally prepared, can go to next grade level |
| | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

END OF COURSE TESTS

Percent of students scoring 70 or above on:

| | Our School | Middle Schools with Students Like Ours |
|--|-------------------|---|
| Algebra 1/Math for the Technologies 2 | 100.0 | 97.4 |
| English 1 | N/A | 92.8 |
| Biology 1/Applied Biology 2 | N/A | 44.5 |
| Physical Science | N/A | 62.6 |
| All Subjects | 100.0 | 95.3 |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

| | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced (adj.) | Performance Objective Met | Participation Objective Met |
|--|--|----------|---------------|---------|--------------|------------|-------------------------------------|------------------------------|--------------------------------|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 512 | 98.6 | 36.2 | 40.4 | 19.7 | 3.7 | 31.1 | No | Yes |
| Gender | | | | | | | | | |
| Male | 258 | 97.7 | 47.1 | 35.7 | 16.0 | 1.3 | 23.5 | N/A | N/A |
| Female | 254 | 99.6 | 25.7 | 44.9 | 23.3 | 6.1 | 38.4 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 364 | 98.6 | 30.0 | 42.3 | 22.7 | 5.0 | 36.7 | Yes | Yes |
| African American | 137 | 98.5 | 51.5 | 36.9 | 11.5 | 0.0 | 16.2 | Yes | Yes |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 8 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 469 | 100.0 | 32.5 | 42.3 | 21.2 | 4.0 | 33.4 | N/A | N/A |
| Disabled | 43 | 83.7 | 85.3 | 14.7 | 0.0 | 0.0 | 0.0 | I/S | No |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 512 | 98.6 | 36.2 | 40.4 | 19.7 | 3.7 | 31.1 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 6 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 506 | 98.6 | 35.8 | 40.7 | 19.7 | 3.8 | 31.2 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 316 | 97.8 | 45.6 | 40.9 | 11.5 | 2.0 | 20.6 | No | Yes |
| Full-pay meals | 195 | 100.0 | 21.4 | 39.6 | 32.6 | 6.4 | 47.6 | N/A | N/A |

| | | | | | | | | | |
|--|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 512 | 98.6 | 31.5 | 41.6 | 16.4 | 10.6 | 40.0 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 258 | 97.7 | 37.8 | 37.0 | 15.1 | 10.1 | 34.5 | N/A | N/A |
| Female | 254 | 99.6 | 25.3 | 46.1 | 17.6 | 11.0 | 45.3 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 364 | 98.6 | 25.9 | 41.7 | 18.4 | 14.0 | 46.1 | Yes | Yes |
| African American | 137 | 98.5 | 46.2 | 40.8 | 11.5 | 1.5 | 24.6 | Yes | Yes |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 8 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 469 | 100.0 | 28.1 | 43.4 | 17.4 | 11.1 | 42.5 | N/A | N/A |
| Disabled | 43 | 83.7 | 76.5 | 17.6 | 2.9 | 2.9 | 5.9 | I/S | No |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 512 | 98.6 | 31.5 | 41.6 | 16.4 | 10.6 | 40.0 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 6 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 506 | 98.6 | 31.2 | 41.5 | 16.6 | 10.7 | 40.3 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 316 | 97.8 | 39.2 | 42.9 | 12.2 | 5.7 | 32.4 | Yes | Yes |
| Full-pay meals | 195 | 100.0 | 19.3 | 39.6 | 23.0 | 18.2 | 51.9 | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 512 | 100.0 | 54.2 | 33.1 | 7.6 | 5.1 | 12.7 |
| Gender | | | | | | | |
| Male | 258 | 100.0 | 56.8 | 29.2 | 7.0 | 7.0 | 14.0 |
| Female | 254 | 100.0 | 51.6 | 37.0 | 8.1 | 3.3 | 11.4 |
| Racial/Ethnic Group | | | | | | | |
| White | 364 | 100.0 | 47.8 | 36.3 | 9.5 | 6.3 | 15.9 |
| African American | 137 | 100.0 | 72.0 | 24.2 | 2.3 | 1.5 | 3.8 |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 8 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | |
| Not Disabled | 469 | 100.0 | 51.2 | 35.2 | 8.0 | 5.6 | 13.6 |
| Disabled | 43 | 100.0 | 87.5 | 10.0 | 2.5 | 0.0 | 2.5 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 512 | 100.0 | 54.2 | 33.1 | 7.6 | 5.1 | 12.7 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 6 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 506 | 100.0 | 54.2 | 32.9 | 7.7 | 5.2 | 12.8 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 316 | 100.0 | 63.6 | 27.8 | 5.0 | 3.6 | 8.6 |
| Full-pay meals | 195 | 100.0 | 39.0 | 41.7 | 11.8 | 7.5 | 19.3 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|-----|-----|------|
| Social Studies | | | | | | | |
| All Students | 511 | 100.0 | 47.2 | 41.9 | 5.7 | 5.1 | 10.8 |
| Gender | | | | | | | |
| Male | 257 | 100.0 | 49.8 | 39.1 | 4.9 | 6.2 | 11.1 |
| Female | 254 | 100.0 | 44.7 | 44.7 | 6.5 | 4.1 | 10.6 |
| Racial/Ethnic Group | | | | | | | |
| White | 364 | 100.0 | 42.9 | 43.5 | 6.6 | 6.9 | 13.5 |
| African American | 136 | 100.0 | 59.1 | 38.6 | 2.3 | 0.0 | 2.3 |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 8 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | |
| Not Disabled | 468 | 100.0 | 44.3 | 43.9 | 6.2 | 5.6 | 11.8 |
| Disabled | 43 | 100.0 | 80.0 | 20.0 | 0.0 | 0.0 | 0.0 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 511 | 100.0 | 47.2 | 41.9 | 5.7 | 5.1 | 10.8 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 6 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 505 | 100.0 | 47.2 | 42.0 | 5.6 | 5.2 | 10.8 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 315 | 100.0 | 54.0 | 39.7 | 3.3 | 3.0 | 6.3 |
| Full-pay meals | 195 | 100.0 | 36.4 | 45.5 | 9.6 | 8.6 | 18.2 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 167 | 100.0 | 47.8 | 31.1 | 18.6 | 2.5 | 21.1 |
| | 7 | 188 | 100.0 | 37.2 | 44.4 | 17.2 | 1.1 | 18.3 |
| | 8 | 172 | 100.0 | 38.0 | 42.8 | 18.1 | 1.2 | 19.3 |
| 2006 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 169 | 100.0 | 39.5 | 37.0 | 18.5 | 4.9 | 23.5 |
| | 7 | 162 | 100.0 | 33.6 | 42.1 | 21.7 | 2.6 | 24.3 |
| | 8 | 181 | 96.1 | 35.5 | 42.0 | 18.9 | 3.6 | 22.5 |
| Mathematics | | | | | | | | |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 167 | 100.0 | 28.0 | 40.4 | 18.6 | 13.0 | 31.7 |
| | 7 | 188 | 100.0 | 31.1 | 40.6 | 13.9 | 14.4 | 28.3 |
| | 8 | 172 | 100.0 | 41.0 | 38.0 | 16.3 | 4.8 | 21.1 |
| 2006 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 169 | 100.0 | 27.8 | 44.4 | 17.9 | 9.9 | 27.8 |
| | 7 | 162 | 100.0 | 28.9 | 38.2 | 16.4 | 16.4 | 32.9 |
| | 8 | 181 | 96.1 | 37.3 | 42.0 | 14.8 | 5.9 | 20.7 |
| Science | | | | | | | | |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 167 | 100.0 | 57.8 | 23.6 | 9.9 | 8.7 | 18.6 |
| | 7 | 188 | 100.0 | 51.1 | 35.6 | 8.3 | 5.0 | 13.3 |
| | 8 | 172 | 100.0 | 56.6 | 32.5 | 8.4 | 2.4 | 10.8 |
| 2006 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 169 | 100.0 | 61.7 | 27.2 | 7.4 | 3.7 | 11.1 |
| | 7 | 162 | 100.0 | 52.6 | 29.6 | 9.2 | 8.6 | 17.8 |
| | 8 | 181 | 100.0 | 48.6 | 41.7 | 6.3 | 3.4 | 9.7 |
| Social Studies | | | | | | | | |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 167 | 100.0 | 65.8 | 25.5 | 6.2 | 2.5 | 8.7 |
| | 7 | 188 | 100.0 | 52.8 | 39.4 | 5.6 | 2.2 | 7.8 |
| | 8 | 172 | 100.0 | 56.6 | 33.7 | 7.8 | 1.8 | 9.6 |
| 2006 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 169 | 100.0 | 38.3 | 43.8 | 9.9 | 8.0 | 17.9 |
| | 7 | 161 | 100.0 | 51.3 | 38.2 | 5.3 | 5.3 | 10.5 |
| | 8 | 181 | 100.0 | 52.0 | 43.4 | 2.3 | 2.3 | 4.6 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|---|-------------------|------------------------------|---|-----------------------------|
| Students (n= 522) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 57.9% | Up from 40.0% | 15.0% | 16.7% |
| Retention rate | 1.5% | Up from 0.2% | 2.6% | 2.5% |
| Attendance rate | 95.7% | Up from 95.3% | 95.8% | 96.0% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 1.4% | Down from 1.5% | 0.3% | 0.9% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 1.4% | Up from 1.1% | 0.3% | 1.0% |
| Eligible for gifted and talented | 20.8% | Down from 21.6% | 15.0% | 15.6% |
| On academic plans | 60.7% | N/AV | 46.5% | 39.9% |
| On academic probation | 42.4% | N/AV | 0.9% | 0.7% |
| With disabilities other than speech | 7.2% | Down from 8.0% | 13.3% | 12.4% |
| Older than usual for grade | 1.1% | Up from 0.7% | 5.8% | 4.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | Down from 0.7% | 1.2% | 0.9% |
| Annual dropout rate | 0.0% | No change | 0.0% | 0.0% |
| Teachers (n= 37) | | | | |
| Teachers with advanced degrees | 37.8% | Down from 50.0% | 48.4% | 52.4% |
| Continuing contract teachers | N/AV | | N/AV | N/AV |
| Classes not taught by highly qualified teachers | 6.8% | N/A | 8.5% | 9.1% |
| Teachers with emergency or provisional certificates | 0.0% | No change | 5.5% | 5.6% |
| Teachers returning from previous year | 85.0% | Down from 90.6% | 83.0% | 84.6% |
| Teacher attendance rate | 92.1% | Down from 95.4% | 94.9% | 94.8% |
| Average teacher salary | \$39,949 | Down 0.9% | \$41,330 | \$42,267 |
| Prof. development days/teacher | 17.7 days | Up from 16.4 days | 12.6 days | 11.9 days |
| School | | | | |
| Principal's years at school | 2.0 | Up from 1.0 | 3.0 | 3.0 |
| Student-teacher ratio in core subjects | 11.7 to 1 | Down from 14.9 to 1 | 20.3 to 1 | 21.1 to 1 |
| Prime instructional time | 84.8% | Down from 87.2% | 88.9% | 89.0% |
| Dollars spent per pupil* | \$6,514 | Up 4.0% | \$6,045 | \$6,243 |
| Percent of expenditures for teacher salaries* | 61.1% | Down from 62.5% | 61.0% | 59.8% |
| Percent of expenditures for instruction* | 63.0% | | 64.0% | 65.2% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.1% | Up from 99.0% | 97.5% | 97.4% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development | Average | Down from Good | Good | Good |

* Prior year audited financial data are reported.

| | Our District | State |
|---|------------------------|----------------------------|
| Classes in low poverty schools not taught by highly qualified teachers | 0.0% | 6.2% |
| Classes in high poverty schools not taught by highly qualified teachers | 2.8% | 10.2% |
| | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers in this school | 0.0% | No |
| Student attendance in this school | 94.0%* | Yes |

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

During the 2005-2006 school year, John E. Ewing Middle School worked diligently to achieve academic excellence. Consistent academic growth remained the focal point for our school. Balanced Literacy continued to be an area of emphasis in English language arts. The addition of a Literacy Coach to our faculty in the 2005-2006 school year has proven invaluable. The coach is being trained through the S.C. Department of Education's South Carolina Reading Initiative for Middle Grades. She worked in our classrooms coaching teachers on best practices in teaching ELA. Also, a Reading Interventionist was put into place to work with our struggling readers to improve their literacy. A middle school academy with staff development in all four core subject areas is planned for teachers this summer. Additional strategies were employed this year to boost academic achievement and include after-school remediation and a homework center as well as an enrichment time that teachers use to review basic skills with students. Our faculty has a keen awareness of the data obtained from MAP (Measurement of Academic Progress) testing, administered to students three times this year, and information gathered by teachers from these assessments is used to differentiate instruction for our students in all subject areas.

Our faculty is well qualified and experienced. Over half of the teachers have more than 11 years experience in education and 20 teachers have earned a degree at the Master's level or higher. In addition, nine teachers are currently working on advanced degrees or additional certifications. Teachers at our school work in teams to provide a middle school experience that meets the needs of the total child. Teachers meet daily during a team planning time to plan integrated units of study, discuss student concerns, and contact parents. We continued with our Rewards Plus school-wide discipline plan and decreased student discipline again this year. Rewards Plus emphasizes positive actions by students and increases parental involvement for students with discipline concerns.

With your support and our hard work, John E. Ewing will continue to excel.

Amanda L. Burnette, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|---|-----------------|------------------|-----------------|
| Number of surveys returned | 37 | 161 | 120 |
| Percent satisfied with learning environment | 86.1% | 77.5% | 80.2% |
| Percent satisfied with social and physical environment | 100.0% | 83.0% | 67.8% |
| Percent satisfied with school-home relations | 70.3% | 87.5% | 66.7% |

*Only students at the highest middle school grade level at this school and their parents were included.